

DOCUMENT RESUME

ED 187 841

CE 016 832

TITLE Adult Competency Education Kit. Basic Skills in Speaking, Math, and Reading for Employment. Part N. ACE Competency Based Job Descriptions: #65--Typist I; #67--Grocery Checker; #68--File Clerk; #69--Receptionist; #70--Bank Teller; #71--Clerk, General Office.

INSTITUTION San Mateo County Office of Education, Redwood City, Calif. Career Preparation Centers.

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IDENTIFIERS Adult Competency Education Project; *Bank Tellers; California (San Mateo County); *Grocery Checkers

ABSTRACT

This eleventh of fifteen sets of Adult Competency Education (ACE) Competency Based Job Descriptions in the ACE kit contains job descriptions for Typist I, Grocery Checker, File Clerk, Receptionist; Bank Teller; and Clerk, General Office. Each begins with a fact sheet that includes this information: occupational title, D.O.T. code, ACE number, career ladder, D.O.T. general educational developmental level, site(s) at which job can be observed, job requirements, and job description (D.O.T.). The following pages list twenty to forty competencies (specific math and communicative activities) needed to function successfully in the occupation. (An office core job description containing competencies common to the office occupations included here is in CE 016 831.) Each competency is presented as (1) exact skill found to have been essential to the job during an on-site employee interview, (2) measurable instructional objective defining the skill (performance criterion, not job related), (3) specific task with which to test a student's ability at the skill (the job-related performance criterion). (Instructional objectives match those in the ACE Taxonomy as indicated by a code identifying unit, item, and specific objective.) Skills that are prerequisite to the competencies are noted. (Additional job descriptions, kit manuals, and the project final report are also available in ERIC--see Note.) (YLB)

ED187841



San Mateo County Office of Education

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Adult BEST COPY AVAILABLE Competency Education kit

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PART N

ACE COMPETENCY BASED JOB DESCRIPTIONS:

- # 65 - Typist I
- # 67 - Grocery Checker
- # 68 - File Clerk
- # 69 - Receptionist
- # 70 - Bank Teller
- # 71 - Clerk, General Office

BASIC SKILLS IN
SPEAKING, MATH,
AND READING
FOR EMPLOYMENT

Products and Processes
Developed by the
Adult Competency Education Project
Director, Joe Cooney



CE 016 832

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NOTE

JOB DESCRIPTION NUMBERS. ACE investigated 100 jobs and developed 68 of them into Competency Based Job Descriptions. The above 68 are numbered according to the original listing. The gaps are in the numbering only. This is a complete list of the ACE Competency Based Job Descriptions.

COMPETENCY BASED JOB DESCRIPTION FACT SHEET

OCCUPATIONAL TITLE: Typist I

D.O.T. CODE: 203.588 (4th Ed.: 203.582-066)

ACE Number: 65

CAREER LADDER:

FIRST LEVEL: Typist I

SECOND LEVEL: Typist II

THIRD LEVEL: Office Manager

D.O.T.'s General Educational Level: 3

SITE WHERE THE JOB CAN BE OBSERVED:

Employment Development Department
 3520 So. El Camino Real
 San Mateo, CA

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

Number of Annual Jobs in San Mateo County: 356 This number is based upon the San Francisco-Oakland SMSA U.S. Census Manpower projections and the quarterly employment security applicant record system reports on local San Mateo County Employment Development Department job opening activity.

Job Prerequisites: Application form, declaration of typing speed, interview.

D.O.T. Job Description: Types letters, reports, stencils, forms, addresses, or other straight copy material from rough draft or corrected copy. May be designated according to material typed as ENDORSEMENT CLERK, POLICY WRITER, etc.

THE ACADEMIC REQUIREMENTS FOR THE JOB OF

TYPIST

Below are listed, first in general terms and then in specific competencies, the math and communication activities which a person must typically be able to carry out to function successfully as a typist.

The right hand column lists the exact competencies found to have been essential to the job in our on-site employee interview. This column also notes the skills which are prerequisite to those competencies.

The middle column* states the skill in more general language. The controlled language of this column permits comparison of skills between occupations.

* The items in the middle column have been abstracted from an abbreviated version of the taxonomy of generic skills developed by Kawula, W. and Smith, A. De W. Generic Skills Handbook of Occupational Information, Training Research and Development Station, Prince Albert, Saskatchewan, 1975.

- 1B.1 Prerequisite to 1D.1 Perform additions of whole numbers given instructions such as:

What is the total of 8 and 5 $8 + 5 = \underline{\quad}$.
 8 plus 5 is $\underline{\quad}$.
 Find the sum of 8 and 5. $\begin{array}{r} 8 \\ +5 \\ \hline \end{array}$
 Add 8 and 5.

- 1B.2 Prerequisite to 1D.1 Find the sum of a set of whole numbers of 1-5 digits including cases where carrying is required.

- 1C.3 Prerequisite to 1C.4 Perform division of two simple whole numbers (no remainder) given instructions such as:

6 divided by 2 is $\underline{\quad}$. $6 \div 2 = \underline{\quad}$.
 2 into 6 goes $\underline{\quad}$ times $2 \overline{)6} = \underline{\quad}$.
 The quotient of 6 divided by $\underline{\quad}$ is $\underline{\quad}$. $\frac{6}{2} = \underline{\quad}$.

- 1C.4 A TYPIST must be able to verify totals and calculations on budget forms prior to typing.

To accomplish this task, the student must be able to work complex division problems.

To demonstrate the ability to perform this task, the student will work 5 problems similar to:

$$\begin{array}{r} 35 \\ 340 \overline{)11900} \end{array}$$

- 1D.1 A TYPIST must be able to verify totals on report forms, requisitions or bills.

To accomplish this task, the student must be able to add, subtract and multiply with 100% accuracy.

To demonstrate the ability to perform this task, the student will verify the following:

$$\begin{array}{r} 29 \\ 44 \\ 36 \\ 128 \\ 357 \\ + 9000 \\ \hline 9594 \end{array} \quad \begin{array}{r} 9213 \\ - 2987 \\ \hline 6226 \end{array}$$

- 3A.1 A TYPIST must be able to fill in, from rough draft or dictating machine, code numbers which are in decimal numbers.

To accomplish this task, the student must be able to read and write decimal numbers and decimal fractions.

To demonstrate the ability to perform this task, the student will read the following to the instructor and then write the numbers as the instructor reads the list:

456.2, .938, 14.32, .57.

- 17A.7 A TYPIST must be able to operate a duplicating machine and to find information on one's own.

To accomplish this task, the student must be able to do an exercise that requires recall of given instructions or information.

To demonstrate the ability to perform this task, the student will read the following and then, without referring back to the article, name the two functions of footnotes.

Substitute

set of complete instructions.

20B.1 A TYPIST must be able to serve
as an endorsement clerk, policy writer,
etc. depending on assignment.

To accomplish this task, the student
should be able to copy straight text.

To demonstrate the ability to
perform this task, the student
will copy the text below:

Any days of absence for illness or injury earned pursuant to Education Code Section 13657 may be used by the employee, at his election, in cases of personal necessity, including any of the following:

1. Death of a member of his immediate family when additional leave is required beyond that provided in Section 13651.4 and that provided, in addition thereto, as a right by the Governing Board.
2. Accident, involving his person or property, or the person or property of a member of his immediate family.
3. Appearance in any court or before any administrative tribunal as a litigant, party, or witness under subpoena or any order made with jurisdiction.
4. Such other reasons which may be approved by the Governing Board.

- 21A.8 A TYPIST must be able to type addresses on letters and envelopes.

To accomplish this task, the student must be able to write names and addresses using proper capitalization and punctuation.

To demonstrate the ability to perform this task, the student will determine that the following is properly capitalized and punctuated:

Mrs. John Jones
1246 Alum Avenue
Cupertino, CA 95014

- 22C.1 Prerequisite to 22C.2 Define a sentence as a group of words which expresses a complete thought.
- 22C.2 Prerequisite to 23B.3 Select sentences from a group of items which contains sentences and non-sentences.
- 23A.1 A TYPIST must be able to complete form letters.

To accomplish this task, the student must be able to insert the required information on form letters.

To demonstrate the ability to perform this task, the student will match the following items with the blanks contained in the letter below:

(next page)

- a. 43 Wilson Blvd.
Century City, CA 93018
 - b. May 16, 1977
 - c. Mr. T.R. Wilson, Vice. Pres.
Aerospace, Incorporated
Washington and Clinton Sts.
Syracuse, NY 14219
 - d. Dear Mr. Wilson:
 - e. 12 Starbrite units
 - f. 1986 Susan Blvd.
-
-
-

Your order for _____ is being sent to
_____. We thank you for considering Astrolite
so favorably.

Astrolite appreciates your order. We are confident that
you will find our units equally useful, attractive and
inexpensive in your remodeled office building.

Sincerely yours,

James E. Amestoy, Manager
Advertising and Sales

23B.1 A TYPIST must be able to type
letters from a dictating machine.

To accomplish this task, the student
must be able to set up the parts of
a business letter in proper form.

To demonstrate the ability to perform this task, the student will review the letter parts which follow and state the correct order:

1. Mr. George Howard
Grove Unified School District
714 Sunset Drive,
Grove, CA 94063
2. Dear George:
3. Sincerely,
4. Enclosed are the materials describing the XYZ Project. If you find them interesting, return the enclosed card and we'll send a sample set of three and put you on the mailing list for information about the readiness of the other job descriptions.
5. 39 West Moore Avenue
Anderson, IN 26011
July 19, 1976
6. Vernon H. Suffield
XYZ Project Director

KEY: 5, 1, 2, 4, 3, 6

23B.2 Prerequisite to 23B.3

Given the information for a letter, organize the body of the letter into a logical sequence, such as the following:

- a. an introduction which describes the purpose or aim of the letter (why it is being written).
- b. a background or history so the reader can understand the discussion which follows.
- c. the discussion necessary for the reader to know the current facts on the arguments presented.
- d. a closure which includes the recommendation, decision, action requested or summary.

23B.3 A TYPIST must be able to compose simple business letters given a few basic facts.

To accomplish this task, the student must be able to compose business letters in proper form from information supplied.

Tell Mr. J. Fredericks of Seattle, Washington that we need six cases of curtain rods and twelve boxes of CX-15 drapery hooks.

Ask him to bill it with the order we sent yesterday (P.O. 94386-5).

Remind him that we want the plastic rods, not the metal ones shown in the brochure.

His address is 124 Wentworth Drive.

To demonstrate the ability to perform this task, the student will refer to the information (left) and compose a business letter which meets the criteria of 23B.3 to the satisfaction of the instructor.

A.C.E. COMPETENCY BASED JOB DESCRIPTION

67

OCCUPATIONAL TITLE:

GROCERY CHECKER

D.O.T. CODE: 290.488

(4th Ed.:211.462-014)

ACE Number: 87

FACT SHEET

CAREER LADDER:

FIRST LEVEL:

Grocery Checker

SECOND LEVEL:

Manager

THIRD LEVEL:

Owner

GED LEVEL: 3

Site where the job can be observed:

Seven-Eleven Food Store
740 Woodside Road
Redwood City, CA.

Number of Annual Jobs in San Mateo County: 188 This number is based upon the San Francisco-Oakland SMSA, U.S. Census Manpower projections and the quarterly employment security application record system reports on local San Mateo County Employment Development Department job opening activity.

Job Prerequisites: Ability to work with numbers and liquid measures, flexibility, trustworthiness.

D.O.T. JOB DESCRIPTION: Itemizes and totals customer's purchases in self-service grocery or department store, using cash register. Reviews price sheets to note price changes. Records price on cash register. Collects money from customer and makes change. May stock shelves, weigh items, bag merchandise, and issue trading stamps. May be designated according to items checked as GROCERY CHECKER.

ACADEMIC REQUIREMENTS FOR THE JOB OF GROCERY CHECKER

Below are listed, first in general terms and then in specific competencies, the math and communication activities which a person must typically be able to carry out to function successfully as a grocery checker.

The right hand column lists the exact competencies found to have been essential to the job in our on-site employee interview. This column also notes the skills which are prerequisite to those competencies.

The left hand column states the skill in more general language. The controlled language of this column permits comparison of skills between occupations.

The items in the left hand column have been abstracted from an abbreviated version of the taxonomy of generic skills developed by Kawula, W., and Smith, A. De W., **Generic Skills Handbook of Occupational Information**, Training Research and Development Station, Prince Albert, Saskatchewan, 1975.

These materials were developed pursuant to a grant from HEW, OE under PL83-380, Section 309. This does not necessarily imply endorsement of the content.

INSTRUCTIONAL OBJECTIVES

JOB COMPETENCIES

1A.4 Write a whole number less than ten million given the word name of the number.

A grocery checker must be able to fill out overring forms when there is a mistake on the cash register. To accomplish this task, the student must be able to write whole numbers. To demonstrate the ability to perform this task, the student will write the following whole numbers:

45, 689, 202, 100, 4999.

1A.5 Count a set of up to one hundred objects and state or write the number of objects counted.

A grocery checker must be able to count the number of jars of baby foods. To accomplish this task, the student must be able to count up to one hundred objects and punch a key on the cash register the number of times equal to the number of cans counted.

To demonstrate the ability to perform this task, the student will count out seventeen paper clips and record the number.

1B.3 Perform subtraction of whole numbers given instructions such as:

8 minus 5 is _____.

Subtract 5 from 8.

Find the difference of 8 and 5.

8 - 5 = _____.

If you had 8 and gave away _____.

5, you would have _____.

8
-5

See 3E. 4

1C.1 Perform multiplication of whole numbers given instructions such as:

6 times 2 is _____.

Three two's are _____.

The product of 6 and 2 is _____.

6 x 2 = _____.

6
x2

A grocery checker must be able to calculate the number of items in a case. To accomplish this task, the student must be able to perform multiplication of whole numbers.

To demonstrate the ability to perform this task, the student will determine that:

If there are 4 rows in a box and 6 oranges in a row, then there are 24 oranges in the box.

1C.3 Perform division of two simple whole numbers (no remainder) given instructions such as:

6 divided by 2 is _____.

2 into 6 goes _____ times.

The quotient of 6 divided by 2 is _____.

6 ÷ 2 = _____.

2) 6 = _____.

6 =
2

A grocery checker must be able to calculate how many cans can be stocked on a given shelf. To accomplish this task, the student must be able to perform division of two simple whole numbers.

To demonstrate the ability to perform this task, the student will determine that:

If there are 24 square inches of space and 1 can takes up 4 square inches, then 6 cans can be stocked in the space allowed.

1E.1 Round off a number to nearest ten, hundred, thousand, ten thousand or hundred thousand.

See 3E.4

3E.4 Subtract one amount of money from another with values up to \$10,000.00.

A grocery checker must be able to make change. To accomplish this task, the student must be able to subtract one amount of money from another.

To demonstrate the ability to perform this task, the student will assume that the customer presented a five dollar bill for purchases as follows, and then verify the amount of change: Amount of purchase: \$1.67, \$2.00, \$3.15, \$4.18. Change to be returned: \$3.33, \$3.00, \$1.85, \$.82.

INSTRUCTIONAL OBJECTIVES

3E.5 Calculate the total cost of up to 25 items of equal value.

3E.6 Calculate the unit cost of an item, when given the total cost of up to 25 of the same items.

6C.4 Calculate volumes of both liquids and solids using measures which can be converted into an equivalent of the original measure used (e.g., one pound, sixteen ounces).

6E.2 Weigh common objects on balance or spring loaded scales, correct within one unit of the scale readings.

6G.6 Given hours of work per day, calculate hours of work per week and hours per month.

JOB COMPETENCIES

See 3E.6

A grocery checker must be able to calculate the unit cost of eggs when given the total cost of one dozen. To accomplish this task, the student must be able to calculate the unit cost of an item when given the total cost of several items. To demonstrate the ability to perform this task, the student will verify that:

If 1 dozen eggs costs \$.60, then 1 egg costs \$.05 or $\$.60 \div 12 = \$.05$.

A grocery checker must be able to compute how many pounds a twenty-four ounce chicken weighs. To accomplish this task, a student must be able to convert ounces into pounds.

To demonstrate the ability to perform this task, the student will determine that a twenty-four ounce chicken weighs one and one half pounds.

A grocery checker must be able to weigh produce. To accomplish this task, the student must be able to weigh common objects on a balance or spring scale.

To demonstrate the ability to perform this task, the student will refer to the scale below and determine that the object weighs five pounds.

Substitute a scale

marked off in units.

A grocery checker must be able to keep track of the time worked. To accomplish this task, the student must be able to calculate hours per week.

To demonstrate the ability to perform this task, the student will determine that 6 hours Monday, 5 hours Tuesday, 2½ hours Wednesday and 6 hours Friday equal a total of 21½ hours.

INSTRUCTIONAL OBJECTIVES

7A.1 Given a calculator, with a minimum of the following characteristics: ten numeral keys, four arithmetic functions, floating decimals and clear key, perform any of the core mathematical operations.

15A.2 Read words from the labels of frequently used products or of products used in a given occupation.

15A.3 Read and use words common to the vocabulary of a given occupation.

1. fresh fruits and vegetables
2. to exceed the amount that was supposed to be rung up
3. cloth, cloth products, thread, etc.
4. one who sells
5. a book or pamphlet with a list of things exhibited or for sale, usually with comment and illustrations
6. a person who buys or patronizes an establishment
7. brought back by the customer because it was defective
8. inventory; total amount of goods on hand in the store
9. a fee paid in advance to make service available when needed
10. one who sells goods in relatively large quantities to retailers who then sell them at higher prices to consumers
11. a number of stores or restaurants, owned by one company
12. a paper entitling the customer to purchase an item at a later date but at today's price.

JOB COMPETENCIES

A grocery checker must be able to add, subtract, multiply and divide items for inventory. To accomplish this task, the student must be able to use a calculator to add, subtract, multiply and divide.

To demonstrate the ability to perform this task, the student will use a calculator to work these problems.

458	475	46	46	1058
+ 3	- 8	x 8	8)368	
478	468	368		

A grocery checker must be able to read the labels on store aisles in order to help customers find items. To accomplish this task, the student must be able to recognize the alphabet and simple sight words.

To demonstrate the ability to perform this task, the student will read and determine that:

4A-Coffee — means that coffee is in aisle 4 on the A side;

1B-Cookies — means that cookies are in the first aisle on the B side; and

6A-Soft Drinks — means that soft drinks are in aisle 6 on the A side.

A grocery checker must be able to converse with customers and co-workers. To accomplish this task, the student must understand the occupational vocabulary.

To demonstrate the ability to perform this task, the student will match the following with 90% accuracy.

- A. customer
- B. raincheck
- C. chain operation
- D. wholesaler
- E. produce
- F. dry goods
- G. vendor
- H. overring
- I. catalog
- J. retainer
- K. stock
- L. returns

INSTRUCTIONAL OBJECTIVES

JOB COMPETENCIES

16A.1 Identify a form as a standardized printed document with blank space for recording certain needed information.

See 16A.4

16A.4 Read and answer questions from a standard business form such as a paycheck.

A grocery checker must be able to read a paycheck and other business forms. To accomplish this task, the student must be able to answer factual questions about data on forms. To demonstrate the ability to perform this task, the student will refer to the paycheck below and determine from the check stub that the gross pay is \$190.40, the withholding is \$25.50, the Social Security tax is \$8.00 and the net pay is \$156.90.

INSTRUCTIONAL OBJECTIVES

JOB COMPETENCIES

16B.2 State the type of information recorded on given charts, tables or diagrams.

A grocery checker must be able to change a cash register tape. To accomplish this task, the student must be able to state the type of information recorded on a given chart.

To demonstrate the ability to perform this task, the student will refer to the instructions below and determine that it demonstrates how to remove a ribbon take-up spool and how to install a carbon ribbon.

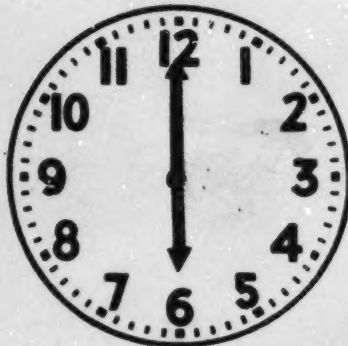
Louis Stacey		1001	
FROM 8/19	TO 9/1		
REGULAR	190 40		
OVERTIME			
TOTAL EARNINGS	190 40		
WDT TAX	25 50		
SICA	8 00		
TOTAL DEDUCTIONS	33 50		
AMOUNT OF CHECK	156 90		

September 8, 1967	
PAY TO THE ORDER OF Louis Stacey	\$ 156 90
One hundred fifty-six and 90/100 --- DOLLARS	
BRANCH OFFICE STATE NATIONAL BANK	
<i>J. Mun Barham</i>	

Substitute a page from typewriter manual

INSTRUCTIONAL OBJECTIVES

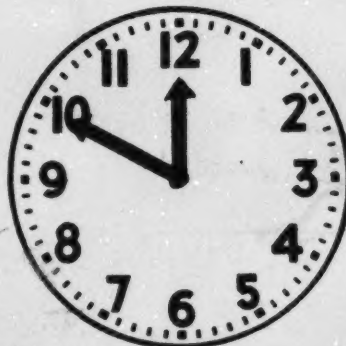
21A.4 Given a standard clock, tell correct time to within five minutes of actual time.



6:00

JOB COMPETENCIES

A grocery checker must be able to determine the correct time for opening and closing as well as on-sale liquor hours. To accomplish this task, the student must be able to tell correct time. To demonstrate the ability to perform this task, the student will verify the following times:



11:50

21A.8 Given a list of names and addresses, write items using proper capitalization and punctuation.

22A.1 Given simple data in the form of words and figures, write phrases on forms which are legible and which convey the desired information.

See 22A.1

A grocery checker must be able to fill out bottle refund and overring forms. To accomplish this task, the student must be able to write phrases on forms which are legible and which convey the desired information.

To demonstrate the ability to perform this task, the student will refer to the form below and fill it out, given the following information.

On June 3, 1976, at Alpha Beta Store #3 there were two refunds. The first was to Mr. John Doe, who returned a steak worth \$2.00 [which is not taxable]. The second item returned was a magazine, purchased by J. Brown for \$1.50, which was taxed for \$.09.

INSTRUCTIONAL OBJECTIVES

JOB COMPETENCIES

Date June 3, 1976 STORE alpha beta #3

REFUNDS & OVERRINGS NON-TAXABLE MDSE.

ITEM	SIGNATURE	AMT.
<u>steak</u>	<u>John Doe</u>	<u>\$ 2.00</u>

TOTAL \$

REFUNDS & OVERRINGS TAXABLE MDSE.

ITEM	SIGNATURE	AMT.
<u>magazine</u>	<u>J. Brown</u>	<u>1.50</u>

TOTAL \$

REFUNDS & OVERRINGS SALES TAX

ITEM	SIGNATURE	AMT.
<u>magazine</u>	<u>J. Brown</u>	<u>.09</u>

TOTAL \$

INSTRUCTIONAL OBJECTIVES

22B.2 Complete a sample application form for employment in a legible manner.

22D.1 Write short notes to self or others which convey information such as appointments, telephone calls received, visitors, etc., which supply necessary data about who, when, where, what, why, and how.

JOB COMPETENCIES

A grocery checker must be able to complete a job application. To accomplish this task, the student must be able to complete a sample application legibly and accurately.

To demonstrate the ability to perform this task, the student will complete 67-A accurately and legibly.

A grocery checker must be able to take messages from a customer or from the manager. To accomplish this task, the student must be able to write short notes which convey information.

To demonstrate the ability to perform this task, the student will refer to the note paper below and write a legible memo relating that Mr. Jones will be in to see the manager at 12:30 p.m. on Tuesday, regarding a job as checker.

from the
desk of JIMMIE E. WALL

INSTRUCTIONAL OBJECTIVES

25A.1 Repeat information which has been heard.

25A.2 Describe orally, in a few short sentences, information about a given person, place, thing, or job performed.

N.B.: These objectives are intended to develop skills of imparting information and instructions. The exercises and tests should be carefully designed to ensure that the ability to express information or directions which are understandable to the listener, rather than memory, are being tested.

25C.6 Practice, using inter-office or simulated phones, making and receiving a variety of local and long distance telephone calls.

25D.1 Demonstrate an effective and appropriate speaking voice and style.

25D.2 State and support own points by citing knowledge, experience or observation related to the discussion.

26B.1 Given objects, sort by given classification criteria. The sorting should require a minimum of judgment. To oversimplify, sorting apples by types or tools by various generic classifications would be appropriate, but sorting apples by quality or lumber by grades is a rating skill.

JOB COMPETENCIES

See 25A.2

A grocery checker must be able to give customers directions on how to find items on shelves. To accomplish this task, the student must be able to give information orally.

To demonstrate the ability to accomplish this task, the student will explain how to find items in a supermarket when their location is not known.

See 25D.2

See 25D.2

A grocery checker must be able to express a point of view to a customer or the manager. To accomplish this task, the student must be able to state and support a point of view. **To demonstrate the ability to perform this task, the student will select one of the following statements and support one side of the argument or the other with each of the following:**

examples personal experiences contrast
statistics comparison

- Foreign cars are better than American cars.
- Welfare is a good system.
- The Warriors are a good basketball team.
- Green plants are fun to grow.

A grocery checker must be able to sort bottles, money, cigarettes, etc. To accomplish this task, the student must be able to sort objects by pre-established criteria.

To demonstrate the ability to perform this task, the student will classify twenty name and address cards into alphabetical groups and then into zip code groups.

67-A

EMPLOYMENT APPLICATION

1. NAME (Last)		(First)		(Middle)	
2. ADDRESS (Number, Street, City, Zip Code)					3. TELEPHONES
Length of Time at Current Address			Time at Previous Address		Home _____
					Business _____
QUESTIONS 4 THROUGH 10 MUST BE ANSWERED YES OR NO					
4. Do you have a valid California Drivers License?		YES	NO	6. May we contact your present employer as to your qualifications, character and ability?	
				YES NO	
5. Do you claim Veteran's Preference? If Yes, complete the following and submit copy of DD314 with application. (Veteran's Preference is applicable to entry level positions only.)				7. Have you ever been dismissed from employment or resigned to avoid dismissal for misconduct or unsatisfactory service? (If Yes, give details in Question 11)	
SERVICE DATES From _____ To _____				8. Have you ever received Workman's Compensation? (If Yes, describe in Question 11)	
NOTE: To receive credit you must have served at least 30 days in the United States Armed Forces in time of war, or national emergency declared by the President of the United States of America, and have been discharged or released under conditions other than dishonorable.				9. Have you any disease, nervous disorder, physical disability or infirmity? (If Yes, describe in Question 11)	
				10. Have you been hospitalized for any reason in the past five years? (If Yes, describe in Question 11)	
11. Explanations to questions 7 through 10 (Use additional sheets of paper, if necessary.)					
12. EDUCATIONAL RECORD					
Circle Highest Grade Completed 6 7 8 9 10 11 12		Name and Location of Last Elementary or High School			Graduated? Yes ☐ No ☐
Name and Location of College or University			Major	Credits or Degree	
List any related business, trade, special training (give location and dates); estimated typing and shorthand speeds; San Mateo County typing and/or shorthand certificates (give certificate number and date); location of college placement file; and other related information as applicable.					
13. EMPLOYMENT INFORMATION (Begin with your present employment and work back. Account for all time during the past ten years, including periods of unemployment. In addition, please describe any other related work experience, including volunteer work. Use additional sheets if more space is required.)					
Present & Last Position	Employer _____			From _____ mo. _____ year	
	Address _____			To _____ mo. _____ year	
	Supervisor's Name & Title _____ Phone _____			Total _____ years _____ months	
	Your Title _____			Full Time ☐ Part Time ☐	
	Duties _____			Last Salary _____	
				Reason for leaving _____	
Employer _____			From _____ mo. _____ year		
Address _____			To _____ mo. _____ year		
Supervisor's Name & Title _____ Phone _____			Total _____ years _____ months		
Your Title _____			Full Time ☐ Part Time ☐		
Duties _____			Last Salary _____		
14. PERSONAL REFERENCES - GIVE THREE (Do not include previous employers or relatives.)					
NAME		ADDRESS		PHONE NUMBER	

68

1065

DESCRIPTION

JOB

BASED

COMPETENCY

A.C.E.

FILE CLERK

COMPETENCY BASED JOB DESCRIPTION FACT SHEET

OCCUPATIONAL TITLE: FILE CLERK

D.O.T. CODE: 206.388 (4th Ed.: 206.367-014)

A.C.E. NUMBER: 68

CAREER LATTICE:

FIRST LEVEL: File Clerk

SECOND LEVEL: Clerk - typist I
(requires typing skill, 45wpm)

THIRD LEVEL: Clerk - typist II

D.O.T.'s General Educational Development Level: 3

SITE WHERE THE JOB CAN BE OBSERVED:

San Mateo County Controllers Office
Broadway
Redwood City, Ca.

The Adult Competency Education Project
SAN MATEO COUNTY OFFICE OF EDUCATION
609 Price Ave., Redwood City, CA 94063
364-5600 Ext.

Number of Annual Jobs in San Mateo County: 172. This number is based upon the San Francisco-Oakland SMSA, U.S. Census Manpower projections and the quarterly employment security application record system reports on local San Mateo County Employment Development Department job opening activity.

Usual Job Prerequisites: Civil Service Test, application form, interview with emphasis on spelling, English, math.

D.O.T. JOB DESCRIPTION: Performs essentially the same duties as FILE CLERK I except that in addition to putting material in and removing it from file, performs clerical work in searching and investigating information contained in files, inserting additional data in file records, making up reports, and keeping files current, which may require making calculations and supplying written information from file data. Classifies material when classification is not readily discernible (Classification Clerk). Disposes of obsolete files in accordance with established retirement schedule or legal requirements. May operate keypunch to enter data on tabulating cards. May photograph records on microfilming devices. May type reports. May use calculating machine. May be designated according to material filed as FILE CLERK, FILM: FILE CLERK, GEOGRAPHICAL RECORDS (petrol. production); FILE CLERK, MAPS: FILE CLERK, MEDICAL RECORDS; PAINT-SAMPLE CLERK (paint & varn).

THE ACADEMIC REQUIREMENTS FOR THE JOB OF FILE CLERK

Below are listed, first in general terms and then in specific competencies, the math and communication activities which a person must typically be able to carry out to function successfully as a FILE CLERK.

The right hand column lists the exact competencies found to have been essential to our onsite employee interview. This column also notes the skills which are prerequisite to those competencies.

The left hand column states the skills in more general language. The controlled language of this column permits comparison of skills between occupations.

The items in the left hand column have been abstracted from an abbreviated version of the taxonomy of generic skills developed by Kawula, W., and Smith, A. DeW., Generic Skills Handbook of Occupational Information, Training Research and Development Station, Prince Albert, Saskatchewan, 1975.

- 1A.1 A FILE CLERK must be able to transfer numerical codes onto items before filing them.

To accomplish this task, the student must be able to, given a series of numbers in numeral form (e.g., 10,20,30), copy series in hand-written form with 100% accuracy.

To demonstrate the ability to perform this task, the student will copy the following numbers correctly:

37 12 145 398 165
1024 173654

- 1A.2 Prerequisite to 1A.5 Identify place value of digits in a given whole number with up to 7 digits.
- 1A.3 Prerequisite to 1A.5 Read a given whole number less than 10 million and write its name in words.
- 1A.4 Prerequisite to 3A.3 Write a whole number less than 10 million given the word name of the number.
- 1A.5 A FILE CLERK must be able to account for legal documents.

To accomplish this task, the student must be able to count a set of up to 100 objects.

To demonstrate the ability to perform this task, the student will count a stack of less than 100 papers with 100% accuracy.

- 1A.6 Prerequisite to 3A.3 Arrange a set of whole numbers in ascending or descending order.
- 1B.1 Prerequisite to 3E.3 Perform additions of whole numbers given instructions such as:

What is the total of 8 and 5? $8 + 5 = \underline{\quad}$.
8 plus 5 is $\underline{\quad}$.
Find the sum of 8 and 5. $\begin{array}{r} 8 \\ +5 \\ \hline \end{array}$
Add 8 and 5.

- 1B.3 Prerequisite to 3E.4 Perform subtraction of whole numbers given instructions such as:

8 minus 5 is ____.

Subtract 5 from 8.

Find the difference of 8 and 5.

$8 - 5 = \underline{\hspace{1cm}}$.

If you had 8 and gave away 5, you would have ____.

$\begin{array}{r} 8 \\ -5 \\ \hline \end{array}$

- 1C.1 Prerequisite to 3E.5 Perform multiplication of whole numbers given instructions such as:

6 times 2 is ____.

Three two's are ____.

The product of 6 and 2 is ____.

$6 \times 2 = \underline{\hspace{1cm}}$.

6

$\times 2$

- 2A.1b A FILE CLERK must be able to work with filing systems utilizing fractions as code numbers and understand fractions as used by fellow employees.

To accomplish this task, the student must be able to read fractions orally and explain that a fraction represents a given number of parts out of a total number of equal parts.

To demonstrate the ability to perform this task, the student will explain the meanings of the following fractions:

$\frac{1}{2}$ $\frac{3}{4}$ $\frac{9}{10}$ $\frac{6}{7}$ $\frac{12}{17}$ $\frac{5}{12}$

- 3A.1 Prerequisite to 3A.3 Read a given 1 - 4 place decimal fraction and write its name in words.
- 3A.2 Prerequisite to 3A.3 Write a 1 - 4 place decimal fraction given the word name of the number.

- 3A.3 A FILE CLERK must be able to file items numerically, including cases where decimal notation is used.

To accomplish this task, the student must be able to arrange a set of decimal fractions in ascending or descending order.

To demonstrate the ability to perform this task, the student will rank the following decimal numbers in ascending order:

.05 1.72 7.21 12.7
1.27 .5 .005

KEY: .005; .05; .5; 1.27; 1.72; 7.21; 12.7.

- 3B.1 Prerequisite to 3E.3 Calculate the sum of a set of decimal fractions.
- 3B.2 Prerequisite to 3E.4 Calculate the sum of a set of decimal fractions.
- 3C.1 Prerequisite to 3E.5 Calculate the product of two decimal fractions when rounding off is (a) not required, and (b) required.
- 3E.1 Prerequisite to 22H.1 Read a given value less than \$10,000,000.00 and write its name in words.
- 3E.2 Prerequisite to 22H.1 Write a value less than \$10,000,000.00 given the word name of the amount.
- 3E.3 A FILE CLERK must be able to update information in the files when new data arrives.

To accomplish this task, the student must be able to add columns of dollars and cents values including amounts from \$.01 to \$9,999.99.

To demonstrate the ability to perform this task, the student will correctly sum the following:

a.	\$ 25.67	b.	\$ 450.00
	.18		27.00
	1.37		847.50
	<u>14.23</u>		<u>50.21</u>
c.	\$ 1,049.67	d.	\$ 7,447.89
	1,800.29		6,512.31
	3,410.05		9,271.30
	<u>1,621.70</u>		<u>1,414.16</u>

- 3E.4 A FILE CLERK must be able to update budgetary and other money-oriented forms in the files.

To accomplish this task, the student must be able to subtract one amount of money from another with values up to \$10,000.00.

To demonstrate the ability to perform this task, the student will solve the problems below:

a. \$ 57.29	b. \$ 175.84
- 14.12	- 67.25
c. \$ 1,044.07	d. 9,998.87
127.89	1,642.29

KEY: a. \$43.17; b. \$108.59; c. \$916.18; d. \$8356.58.

- 3E.5 A FILE CLERK must be able to fill out purchase orders.

To accomplish this task, the student must be able to calculate the total cost of up to twenty-five items of equal value.

To demonstrate the ability to perform this task, the student will perform the products indicated below:

- a. 4 boxes of folders
x \$3.75 a piece
- b. 12 boxes of pencils
x .89 each
- c. 6 dozen pens at 12 for 99
- d. 23 binders @ \$5.95

KEY: a. \$15.00, b. \$10.68; c. \$5.94; d. \$136.85.

- 13A.1 Prerequisite to 15A.3 Given letters of the alphabet in manuscript form and in random order, read each letter and pronounce each letter correctly.
- 13A.2 Prerequisite to 16F.4 Given letters of the alphabet in manuscript form and in random order, read each letter correctly in the proper alphabetical order.
- 15A.1 Prerequisite to 15A.3 Read a list of 50 words from a series of commonly used terms (e.g., from the Dolch List.).
- 15A.2 A FILE CLERK must be able to use a variety of vaporized or caustic office products correctly and safely.

To accomplish this task, the student must be able to read words from the labels of frequently-used products or of products used in office work.

To demonstrate the ability to perform this task, the student will read the following words taken from common labels, and briefly explain their meanings to the instructor:

shake well	non-flammable
sparingly	versatile
non-toxic	dispense

- 15A.3 A FILE CLERK must be able to follow instructions from supervisors, understand requests from fellow workers, and read subject headings in the files.

To accomplish this task, the student must be able to read and use in an oral sentence words from a list of words common to the vocabulary of an office.

To demonstrate the ability to perform this task, the student will correctly match the following words and definitions:

- A. retention schedules
- B. subject filing
- C. tabs
- D. cross indexing
- E. alphabetical filing
- F. out guide
- G. cardex
- H. warrant
- I. memo
- J. numerical order
- K. obsolete
- L. requisition

- 1. attached or projecting piece of a card or paper, useful for filing
- 2. sign-out card for keeping track of files charged out
- 3. tables listing amount of time records should be kept
- 4. formal written request, as for office equipment or supplies
- 5. informal written communication
- 6. a data retrieval system organized by subject.
- 7. cards containing data arranged systematically on a wheel
- 8. system of keeping track of where items are now located so that new items can be integrated into the the file properly
- 9. data placed according to a set of numbers coded on them, beginning from the smallest number and increasing steadily.
- 10. out-of-date
- 11. authorization for the payment or receipt of money
- 12. filing materials by the letters in their title or subject

KEY: A-3; B-6; C-1; D-8; E-12; F-2; G-7; H-11; I-5; J-9; K-10; L-4.

15B.1 A FILE CLERK must be able to work safely.

To accomplish this task, the student must be able to read aloud and explain a series of common functional signs.

To demonstrate the ability to perform this task, the student will orally read each of the signs below and briefly explain their meanings:

Use Other Door

WATCH
Your Step

ENTRANCE

NOT RESPONSIBLE
IN CASE OF
ACCIDENTS

- 16A.1 Prerequisite to 16A.4 Identify a form as a standardized printed document with blank spaces for recording certain needed information.
- 16A.2 Prerequisite to 16A.4 Interpret terminology and abbreviations frequently found in forms.
- 16A.3 Prerequisite to 16A.4 Identify various kinds of forms by stating the kind of information to be recorded.
- 16A.4 A FILE CLERK must be able to place forms in the correct section of a file.

To accomplish this task, the student must be able to answer factual questions based on the data contained in common business forms.

To demonstrate the ability to perform this task, the student will examine exhibit 68-A and determine the following data:

1. The vendor's name;
2. The date of the transaction;
3. The items ordered;
4. The total number of items ordered;

- 16B.1 Prerequisite to 16B.3 Describe the uses of charts and tables and define them as a visual way to give information in a compact and organized form.
- 16B.2 Prerequisite to 16B.3 State the type of information recorded on given charts or tables.

- 16B.3 A FILE CLERK must be able to determine postal rates and assign symbols or color codes for materials to be filed.

To accomplish this task, the student must be able to answer factual questions based on common reference tables and charts.

To demonstrate the ability to perform this task, the student will examine the chart below and answer the following questions:

SHIPPING WEIGHT	APPROXIMATE DISTANCE FROM CATALOG MERCHANDISE DISTRIBUTION CENTER							
	Local Zone	Zones 1 and 2 Not over 150 Miles	Zone 3 151 to 300 Miles	Zone 4 301 to 600 Miles	Zone 5 601 to 1000 Miles	Zone 6 1001 to 1400 Miles	Zone 7 1401 to 1800 Miles	Zone 8 Over 1800 Miles
1 oz. to 8 oz.	\$.20	\$.28	\$.28	\$.27	\$.30	\$.33	\$.38	\$.40
9 oz. to 15 oz.	.80	.88	.88	.88	.90	.98	.73	.80
1 lb. to 2 lbs.	.80	.70	.78	.85	.98	1.08	1.18	1.28
2 lbs. 1 oz. to 3 lbs.	.88	.80	.88	.88	1.08	1.18	1.30	1.48
3 lbs. 1 oz. to 5 lbs.	.78	.90	1.00	1.10	1.28	1.40	1.88	1.78
5 lbs. 1 oz. to 10 lbs.	.90	1.18	1.28	1.48	1.78	2.00	2.30	2.80
10 lbs. 1 oz. to 15 lbs.	1.10	1.48	1.88	1.90	2.38	2.78	3.20	3.70
15 lbs. 1 oz. to 25 lbs.	1.38	1.80	2.10	2.48	3.08	3.80	4.80	8.80
25 lbs. 1 oz. to 40 lbs.	1.80	2.58	3.08	3.60	4.80	8.80	7.00	8.40
40 lbs. 1 oz. to 55 lbs.	2.38	3.80	4.08	8.00	6.28	8.80	10.80	12.80
55 lbs. 1 oz. to 70 lbs.	2.90	4.38	8.40	8.80	8.18	10.80	13.00	18.80

1. How much will a 1 pound package cost to be sent 100 miles?
2. To send a 50 pound shipment 1000 miles will cost how much?
3. If you need to send a 55-pound package 1800 miles, how much postage should you include?

- 16C.1 A FILE CLERK must be able to classify correspondence in order to file it.

To accomplish this task, the student must be able to, given notes, letters or memos, be able to identify:

- a. the author;
- b. the recipient;
- c. the activities required of the recipient;

To demonstrate the ability to perform this task, the student will examine exhibit 68-B and determine the following information:

1. The date;
2. The company originating the letter;
3. The author of the letter;
4. The subject of the letter.

- 16D.1 Prerequisite to 16D.5 Identify a manual as a handbook of instructions and/or information related to one topic, and give an example of a manual.
- 16D.2 Prerequisite to 16D.5 Identify the particular kind of information or directions included in a given manual using the title, table of contents, and/or index as guide.
- 16D.3 Prerequisite to 16D.5 Identify the parts of a given manual which apply to a given situation using the table of contents and/or index as guide.
- 16D.5 A FILE CLERK must be able to use a code book to reference filing material.

To accomplish this task, the student must be able to apply instructions or information from a given manual to a particular situation given an oral description of a problem that can be solved using information from the manual.

SUBJECT	CODE NUMBER
Accidents & Claims	INS-1
Accounts Payable	ACC-1
Accounts Receivable	ACC-2
Agencies	ADV-1
Analysis, Production	PDN-1
Analysis, Products	PDS-1
Analysis, Sales	SLS-1
Applications, Job	PERS-1
Banking	ACC-3
Board of Directors	BOD-0
Budgets	BGT-0
Building Lease	CNT-1
By-Laws	ADM-1
City Taxes	TAX-1
Competition	PDS-2
Contracts & Agreements	CNT-0
Conventions & Meetings	ASSN-1
Corporate Meetings	ADM-2
Corporate Minutes	ADM-3

To demonstrate the ability to perform this task, the student will examine the excerpt from a filing manual below and determine the proper code for each entry listed:

1. Copy of the office lease;
2. Records of deposits and withdrawals of money from banks;
3. Workmen's Compensation forms;
4. Marketing study comparing this year's sales with last year's.

- 16F.2 Prerequisite to 16F.4 Write a given group of words in alphabetical order including cases where alphabetizing to the fifth letter is required.
- 16F.3 Prerequisite to 16F.4 Select entry words from given examples which can be found between the two given guide words from a dictionary.

- 16F.4 A FILE CLERK must be able to check the meanings of words which are not understood.

To accomplish this task, the student must be able to read the definition of a word and write a sentence that demonstrates the meaning.

To demonstrate the ability to perform this task, the student will look up the following words in a dictionary and write a sentence for each one:

1. radiology;
2. vocational education;
3. abstract (of an article);
4. methodology.

- 17A.7 Prerequisite to 19A.15 Do an exercise that requires recall of given instructions or information.

- 17A.13 Prerequisite to 19A.15 Given a set of written instructions involving activities to be performed by a number of people, and the particular role, prepare a list and sequence of activities to be performed.

- 19A.15 A FILE CLERK must be able to perform special tasks as directed by his supervisor.

To accomplish this task, the student must be able to perform a series of two or three activities which require recall of oral instructions. (The activities to be within the abilities of the student - recall is the item to be demonstrated.)

To demonstrate the ability to perform this task, the student will listen to the following oral instructions (to be read aloud by the instructor) and then he will carry them out:

1. Write down, on a separate sheet of paper, the numbers of all instructional objectives on page 5;
2. Arrange them in numerical order by the numbers after the letter;
3. If two instructional objectives have the same last number, rank them according to the number before the letter.

20A.1 Prerequisite to 20B.1 Given the letters of the alphabet in manuscript form and random order, write or print the letters in correct order.

20B.1 A FILE CLERK must be able to insert data onto existing records and copy subject headings when creating new file headings.

To accomplish this task, the student must be able to, given words, write or print them correctly.

To demonstrate the ability to perform this task, the student will copy the following words with 100% accuracy:

1. Miscellaneous;
2. Personnel;
3. Litigation;
4. Administration;
5. Accounts Receivable.

20B.5 Prerequisite to 20B.6 Identify common proofreading marks and briefly explain their meanings.

20B.6 A FILE CLERK must be able to update files using raw data which must first be converted into a finished product.

To accomplish this task, the student must be able to correctly copy a short passage incorporating required changes (indicated by common proofreading marks) into the text.

To demonstrate the ability to perform this task, the student will copy the revised passage below onto a separate sheet of paper:

Most corporate ^uorganizational charts are ^edesigned in the ⁺pattern of the old [#]pyramidal ^dmodel. Line and staff relationships are clearly delineated; the ⁿchain of command is firmly established. If employers are made to feel that the organizational chart is the blue print from which the firm was constructed, and the firm is ^{some sort of}mechanical device that functions only according to the specifications of the designer, they cannot ^ycontribute their best efforts.

21A.3 Prerequisite to 22B.2 Given a date (day, month, date, year) write the date using correct punctuation and capitalization.

21A.5 A FILE CLERK must be able to account for materials which are charged out of the files.

To accomplish this task, the student must be able to write time, given the time of day in any of the following forms:

- a. 8:00
- b. eight o'clock
- c. 8 o'clock

To demonstrate the ability to perform this task, the student will examine the clocks below and write the indicated times in each of the above forms:



21A.8 A FILE CLERK must be able to address parcels of file materials for mailing and/or delivery.

To accomplish this task, the student must be able to, given a list of names and addresses, write items using proper capitalization and punctuation.

To demonstrate the ability to perform this task, the student will correctly write each of the following names and addresses on a separate sheet of paper:

Heinrich hertz
6714 munich dr
Essen california
92073

h.c. oersted
1 Copenhagen blvd
Solvang, Cal 90736

dr. lee De Forest
1414 radio st
menlo park N J
20473

- 22A.1 Prerequisite to 22B.2 Given simple data in the form of words and figures, write phrases on forms which are legible and which convey the desired information.
- 22B.1 Prerequisite to 22B.2 Given simple data in the form of words and figures, write complete sentences on forms which are legible and which convey the required information.
- 22B.2 A FILE CLERK must be able to apply for a job.

To accomplish this task, the student must be able to complete a sample application form for employment in a legible manner.

To demonstrate the ability to perform this task, the student will neatly fill out exhibit 68-C.

- 22H.1 A FILE CLERK must be able to order supplies.

To accomplish this task, the student must be able to, given a typical business form, purchase order, job order, and necessary data in words and figures, correctly complete or fill out the appropriate portions of the form.

To demonstrate the ability to perform this task, the student will complete exhibit 68-D using the following information:

today's date, order number 16154,
vendee is Michael Faraday
739 Glasgow St.
New Scotland, Colorado 87417
shipping address is Magnetism, Ind.
14 Aberdeen Lane
Highland Park,
Colorado 87417
items ordered are: 6 boxes (100 @)
file folders at \$4.95 apiece;
1 2-drawer filing cabinet (\$78.59);
2 boxes tab guides (150 @) at \$14.00
each. Use your city's sales tax.

- 25C.6 A FILE CLERK must be able to transmit information over the telephone.

To accomplish this task, the student must be able to practice, using inter-office or simulated phones, making and receiving a variety of local and long-distance telephone calls.

To demonstrate the ability to perform this task, the student will simulate at least two types of telephone calls at the instructor's discretion. The instructor will role play a person attempting to get some information from the student (as file clerk).

N.B. - The information requested should be readily available. The ability to function using a phone is the skill to be tested.

- 26A.1 A FILE CLERK must be able to sort incoming mail and also must be able to sort data, correspondence, etc., in order to facilitate its incorporation into the files.

To accomplish this task, the student must be able to sort data by given classification criteria. (E.g., alphabetical order)

N.B. - The data can be in the form of lists, numbers, words, or on forms such as issue and receipt vouchers.

To demonstrate the ability to perform this task, the student will arrange the following items by their date and proceeding through the earliest date:

10/2/76	9/7/75	8-7-76
August 2, 1977		October 12, 1976
8/9/77	8-7-77	September 12, 1977
9/7/77	August 1, 1976	8-8-76
October 1, 1976		

26C.1 A FILE CLERK must be able to classify new data into the already existing file system.

To accomplish this task, the student must be able to arrange, order, tabulate, or sequence information in a required ranking system.

To demonstrate the ability to perform this task, the student will place the following items into the alphabetical list of exhibit 68-E by writing these items in between the proper entries:

- a. W.T. Bennet Ranch;
- b. American Hospital Supply;
- c. Bay Area Urban League;
- d. General Services Procurement - Printing; State of California.

FORMS ORDER

SHIP TO: FILE (CENTRAL)
OFFICE OR SECTION
111 No. First Street Rm 111
STREET ADDRESS—ROOM NO.
Yuba City CA 90275
CITY STATE ZIP

TYPE OF ORDER 68A
☒ REGULAR
☐ SUPPLEMENTAL
☐ EMERGENCY

TO: Procurement — C.O.: 61

FOR: OFFICE OR SECTION NO. 1875

Mullard Fillmore
AUTHORIZING SIGNATURE

3/9/78
DATE

LINE	FORM CATALOG NUMBER			QUANTITY WANTED	UNIT OF ISSUE	PROCESS CODE (OVER)
	PREFIX	NUMBER	SUFFIX			
1	RS	113	B	50	PAD	
2	FG	192	B	200	PAD	
3	XP	286	D	100	BOX	
4	XP	297	A	100	BOX	
5						
6						
7						
8						
9						
10						
11						
12						

SAMPLE ENTRY					
CATALOG NO.			QUAN	UNIT	
PRE	NO	SUF			
DE	747	A	100	PAD	

LINE	FORM CATALOG NUMBER			QUANTITY WANTED	UNIT OF ISSUE	PROCESS CODE (OVER)
	PREFIX	NUMBER	SUFFIX			
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						

68-B

1083

DISRAELI GEARS
8793 W. London St.
New Britain, Conn. 10204

July 4, 1978

Patrick Henry
Vice-president (sales)
Samuel Adams, Inc.
144 E. New York Ave.
New York, New York 02356

Dear Mr. Adams:

In re to your request for a sales representative to stop in at your office to demonstrate our line of calculators, we would be most glad to oblige you. Our local sales rep, Tony Eden is located in Oneida. If you wish to deal directly with the factory, the man to get in touch with is the production manager, Mr. Heath. I am sure that we can accommodate all of your needs.

If there is anything further that we can help you with, please feel free to visit us or give us a call. Tony Eden's phone number is (204) 876-2435. Mr. Heath can be reached at (204) 723-6455.

Once again, let me thank you for availing yourself of our services.

Sincerely,

Eric Clapton
Sales manager

68-C

EMPLOYMENT APPLICATION

1. NAME (Last) _____ (First) _____ (Middle) _____		
2. ADDRESS (Number, Street, City, Zip Code) _____		3. TELEPHONES Home _____ Business _____
Length of Time at Current Address _____	Time at Previous Address _____	

QUESTIONS 4 THROUGH 10 MUST BE ANSWERED YES OR NO			
4. Do you have a valid California Drivers License?	YES	NO	
5. Do you claim Veteran's Preference? If Yes, complete the following and submit copy of DD214 with application. (Veteran's Preference is applicable to entry level positions only.) SERVICE DATES From _____ To _____ NOTE: To receive credit you must have served at least 30 days in the United States Armed Forces in time of war, or national emergency declared by the President of the United States of America, and have been discharged or released under conditions other than dishonorable.	YES	NO	6. May we contact your present employer as to your qualifications, character and ability?
			7. Have you ever been dismissed from employment or resigned to avoid dismissal for misconduct or unsatisfactory service? (If Yes, give details in Question 11)
			8. Have you ever received Workman's Compensation? (If Yes, describe in Question 11)
			9. Have you any disease, nervous disorder, physical disability or infirmity? (If Yes, describe in Question 11)
			10. Have you been hospitalized for any reason in the past five years? (If Yes, describe in Question 11)

11. Explanations to questions 7 through 10 (Use additional sheets of paper, if necessary.)

12. EDUCATIONAL RECORD		
Circle Highest Grade Completed 6 7 8 9 10 11 12	Name and Location of Last Elementary or High School _____	Gr. Justed? Yes ☐ No ☐
Name and Location of College or University _____	Major _____	Credits or Degree _____
List any related business, trade, special training (give location and dates); estimated typing and shorthand speeds; San Mateo County typing and/or shorthand certificates (give certificate number and date); location of college placement file; and other related information as applicable.		

13. EMPLOYMENT INFORMATION		(Begin with your present employment and work back. Account for all time during the past ten years, including periods of unemployment. In addition, please describe any other related work experience, including volunteer work. Use additional sheets if more space is required.)	
Present or Last Position	Employer _____	From _____	mo. year
	Address _____	To _____	mo. year
	Supervisor's Name & Title _____ Phone _____	Total _____	years months
	Your Title _____	Full Time ☐ Part Time ☐	
	Duties _____	Last Salary _____	
		Reason for leaving _____	
	Employer _____	From _____	mo. year
	Address _____	To _____	mo. year
	Supervisor's Name & Title _____ Phone _____	Total _____	years months
	Your Title _____	Full Time ☐ Part Time ☐	
	Duties _____	Last Salary _____	

14. PERSONAL REFERENCES - GIVE THREE (Do not include previous employers or relatives.)		
NAME	ADDRESS	PHONE NUMBER

68-D

1085

DATE _____

YOUR ORDER NO. _____

TERMS: NET CASH

SOLD TO: ☐SHIP TO: ☐

QUANTITY

UNIT

DESCRIPTION

UNIT
PRICE

AMOUNT

TOTAL

PLEASE PAY THIS AMOUNT
NO STATEMENT WILL BE RENDERED

INVOICE

CREDIT TO: _____

17

2599

-A-

Abbey Rents

Addressograph Multigraph

A. S. Aloe

American A to F

American G to L

American M to Z

Anderson, John, M.D.

Auto Glass Limited

Avis Rent-a-Car

-B-

Baker Graphic Service

Baker & Hamilton

Baker H. W. Linen Co.

Bank of America

Beattie, George, M.D.

Bernstein, Jack, M.D.

R. R. Bowker Co.

Brooks Cameras

Burlingame General Office Equipment

-C-

California (Various) A to M

California Ambulance

California (Various) N to Z

California Poultry

California, State of, Compensation Insurance

California, State of, Correctional Industries

California, State of, N to Z

Central Revolving Fund

Chaban, M.L.

CIBA Pharmaceutical

Cliff Hotel

Coast A to Z

Coastside A to Z

County Clerks, Out of State:

A - C

D - G

H - K

L - N

O - R

S - Z

H. S. Crocker Co.

Cutter Laboratories

-D-

Davis A to Z

Del Monte Meat Co.

A. B. Dick

Dictaphone Corporation

Dodge Center

Doubleday & Co.

Drug Service

69

1087

JOB DESCRIPTION

JOB COMPETENCIES

COMPETENCY BASED

FUNCTIONAL OBJECTIVES

A.C.E.

OCCUPATIONAL TITLE

RECEPTIONIST

FACT SHEET

COMPETENCY BASED JOB DESCRIPTION FACT SHEET

OCCUPATIONAL TITLE: Receptionist

D.O.T. CODE: 237.368 (4th Ed.: 237.367-038)

A.C.E. Number: 69

CAREER LADDER:

FIRST LEVEL: Receptionist
Lateral to Clerk/Typist I
(test 40 wpm)

SECOND LEVEL: Clerk/Typist II
(test 45 wpm)

THIRD LEVEL: Clerk/Typist III
(test 50 wpm)

D.O.T.'s General Educational Development Level: 3

SITE WHERE THE JOB CAN BE OBSERVED:

Supt. of Schools, San Mateo County
333 Main Street
Redwood City, CA 94063

These materials were developed pursuant to a grant from HEW. OE Under PL93-380, Section 309. This does not necessarily imply endorsement of the content.

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

Number of annual jobs in San Mateo County 364 . This number is based upon the San Francisco-Oakland SMSA, U.S. Census Manpower projections and the quarterly employment security application record system reports on local San Mateo County Employment Development Department job opening activity.

JOB DESCRIPTION (DOT) Receives clients or customers coming into establishment, ascertains their wants, and directs them accordingly: Obtains caller's name and arranges for the caller to see person called upon. Directs caller to his destination and records name, time of call, nature of business, and person called upon. May make future appointments and answer inquiries (INFORMATION CLERK). May perform a variety of clerical duties (CLERK, GENERAL OFFICE) and other duties pertinent to the type of establishment. May collect and distribute mail and messages. May receive patients in office of physician, dentist, or other health service and be designated as RECEPTIONIST, DOCTOR'S OFFICE or OUTPATIENT RECEPTIONIST.

THE ACADEMIC REQUIREMENTS FOR THE JOB OF RECEPTIONIST

Below are listed first in general terms and then in specific competencies the math and communication activities which a person must typically be able to carry out to function successfully as a receptionist.

The right hand column lists the exact competencies found to have been essential to the job in our on-site employee interview. This column also notes the skills which are prerequisites to those competencies.

The middle column *states the skill in more general language. The controlled language of this column permits comparison of skills between occupations.

*The items in the middle column have been abstrated from an abbreviated version of the taxonomy of generic skills developed by Kawula, W., and Smith, A. De W., Generic Skills Handbook of Occupational Information, Training Research and Development Station, Prince Albert, Saskatchewan, 1975.

18B.5 Prerequisite to 18B.6 State and support a conclusion which can be inferred from a set of facts or from a given article.

18B.6 The receptionist is often required to research some area which is of concern to the employer.

To accomplish this task, the student must be able to read a wide range of informative materials with a high level of evaluative and interpretive comprehension.

To demonstrate the ability to perform this task, the student will (1) read an article from the financial page of the newspaper and explain to the instructor the main idea of the article, (2) read an article from the current events section of the newspaper and write a summary of that article.

25A.2 Prerequisite to 25A.5 Describe orally, in a few short sentences, information about a given person, place, thing, or job performed.

25A.5 A receptionist must be able to deal with clients in a variety of situations such as giving directions and handling upset clients.

To accomplish this task, the student must be able to communicate in a calm, clear and concise manner.

To demonstrate the ability to perform this task, the student will listen to a set of rather complex instructions for a procedure which is unfamiliar to student and repeat those instructions to the instructor's satisfaction.

25C.4 Prerequisite to 25C.5 List the names and telephone numbers of businesses dealing in a given article or service using the Yellow Pages as reference.

- 25C.5 The receptionist must be able to use a telephone extensively as it is a primary method of public/business contact and a primary function of the job.

To accomplish this task, the student must be able to use all sections of the telephone directory, record messages including type of call, be familiar with special numbers such as information, time...and keep a list of most used numbers.

To demonstrate the ability to perform this task, the student will use the telephone directory and orally list the steps necessary in making the following calls:

- a. person-to-person long distance
- b. collect
- c. direct dial to another area code.

A.C.E. COMPETENCY BASED JOB DESCRIPTION

70

OCCUPATIONAL TITLE: BANK TELLER

INSTRUCTIONAL OBJECTIVES

JOB COMP. NCES

FACT SHEET

COMPETENCY BASED JOB DESCRIPTION FACT SHEET

OCCUPATIONAL TITLE: Teller

DOT CODE: 212.368 (4th Ed.: 211.362-018)

ACE NUMBER: 70

CAREER LADDER

FIRST LEVEL

Teller

SECOND LEVEL

Bookkeeper
Vault teller
NCR-Operator

THIRD LEVEL

Utility
Head Teller

D.O.T.'s GENERAL EDUCATIONAL DEVELOPMENT LEVEL: 4

SITE WHERE THE JOB CAN BE OBSERVED:

Public Relations - Dept. #3124
Bank of America
World Headquarters
San Francisco, Ca.

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Number of Annual Jobs in San Mateo County 136. This number is based upon the San Francisco-Oakland SMSA, U.S., Census Manpower projections and the quarterly employment security applicant record system reports on local San Mateo County Employment Development Department job opening activity.

JOB PREREQUISITE: No experience, experience as cashier helpful, High School graduate.

JOB DESCRIPTION (D.O.T.) - Receives and pays out money, and keeps records of money and negotiable instruments involved in various bank transactions, performing any combination of following tasks: Receives checks and cash for deposit, verifies amounts, and examines checks for endorsements. Enters deposits in depositors' passbooks or issues receipts. Cashes checks and pays out money upon verification of signatures and customer balances. Places holds on accounts for uncollected funds. Orders supply of cash to meet daily needs, counts incoming cash, and prepares cash for shipment. May compute service charges, file checks, and accept utility bill payments. May photograph records, using microfilming device. May operate various office machines. May sell domestic exchange, travellers' checks, and savings bonds. May open new accounts, and compute interest and discounts. May be designated according to type of transactions handled as TELLER, MAIL CREDIT; TELLER, PAYING AND RECEIVING; TELLER, PAYROLL; TELLER, RETURN ITEMS; TELLER, SAVINGS; TELLER, SPECIAL DEPOSITS.

THE ACADEMIC REQUIREMENTS FOR THE JOB OF TELLER

Below are listed first in general terms and then in specific competencies the math and communication activities which a person must typically be able to carry out to function successfully as a Teller.

The right hand column lists the exact competencies found to have been essential to the job in our on-site employee interview. This column also notes the skills which are prerequisite to those competencies.

The left hand column * states the skill in more general language. The controlled language of this column permits comparison of skills between occupation.

* The items in the left hand column have been abstracted from an abbreviated version of the taxonomy of generic skills developed by Kavula, W. and Smith, A. DeW., Generic Skills Handbook of Occupational Information, Training Research and Development Station, Prince Albert, Saskatchewan, 1975.

- 1A.1 Given a series of numbers in numeral form (e.g., 10, 20, 30) be able to copy series in hand-written form with 100% accuracy.

A teller must be able to check customer identification to prevent forgeries and to protect customers. To accomplish this task, the student must be able to copy numbers accurately and legibly.

To demonstrate the ability to perform this task, the student will read the numbers below and copy them exactly:

6525076432
8090202
16-147-7523-143-10

- 1A.2 Identify place value of digits in a given whole number with up to 7 digits.

See 1A.4

- 1A.3 Read a given whole number less than 10 million and write its name in words.

See 1A.4

- 1A.4 Write a whole number less than 10 million given the word name of the number.

A teller must read numbers from checks and of savings and deposit slips. A teller must also read record numbers and numbers in a customer's journal, including serial number, interest, and amount on deposit. To accomplish this task, the student must be able to accurately read and copy a series of numbers.

To demonstrate the ability to perform this task, the student will read the following series of numbers and copy them accurately on a piece of paper.

a. 1657
b. 832976
c. 618966529

- 1A.5 Count a set of up to 100 objects and state or write the number of objects counted.

A teller must be able to count the number of checks received or money given out. To accomplish this task, the student must be able to count a set of objects and write the number of objects counted.

To demonstrate the ability to perform this task, the student will accurately count 55 pieces of paper from a stack of 100.

1B.2 Find the sum of a set of whole numbers of 1-5 digits including cases where carrying is required.

See 3E.3

1B.4 Find the difference of two 1-5 digit numbers including cases where borrowing is required.

See 3E.4

1C.1 Find the product of a given pair of whole numbers of which one number is up to 5 digits and the other number up to three.

See 3C.1

3C.1 Calculate the product of two decimal fractions when rounding off is not required.

A teller must be able to count rolled coins to find out how much money is contained in them. To accomplish this task, the student must be able to work problems involving multiplication.

To demonstrate the ability to perform this task, the student will determine how many dollars are in fifteen rolls of pennies at 50¢ each.

3E.3 Add columns of dollars and cents values including amounts from \$.01 to \$9,999.99.

3E.4 Subtract one amount of money from another with values up to \$10,000.00.

4B.1 Calculate a percent of a number of the following types:

5% of 170 = _____
 5.7% of 170 = _____
 5.7% of 17.43 = _____

6D.6 Given hours of work and rates of work, calculate hours per week and hours per month.

7A.1 Given either of desk or a miniature calculator, with a minimum of the following characteristics: (ten numeral keys, four arithmetic functions, floating decimal and clear-key) perform any of the core mathematic operations.

The teller must be able to add money deposits on savings accounts and balance credits and debits by the end of the day. ("short" or "over"). To accomplish this task, the student must be able to add dollars and cents.

To demonstrate the ability to perform this task, the student will compute that $\$51.27 + \$13.73 = \$65.00$.

The teller must be able to subtract withdrawals or overdrawn checks and must balance credits and debits.

To accomplish this task, the student must be able to subtract dollars and cents.

To demonstrate the ability to perform this task, the student will compute that $\$51.27 - \$13.73 = \$37.54$.

The teller must be able to find the amount of interest earned on a given deposit.

To accomplish this task, the student must be able to calculate percentages.

To demonstrate the ability to perform this task, the student will calculate correctly that 15% of \$5.95 is \$.89.

The teller must be able to keep a time card of hours worked.

To accomplish this task, the student must be able to calculate hours worked per week.

To demonstrate the ability to perform this task, the student will determine that if a person worked from 8:00 A.M. to 3:00 P.M.

Tuesday, 7:00 A.M. to 12:00 Noon Thursday and 10:00 A.M. to 3:30 P.M. Friday, the person worked a total of 17 1/2 hours.

The teller must be able to use a variety of calculating machines.

To accomplish this task, the student must be able to perform any of the core mathematic operations on a calculator.

To demonstrate the ability to perform this task, the student will use a calculator to determine that the following are correct:

$336 \div 24 = 14$
 $15 \times 336 \div 24 = 210$
 $15 \times 69 = 1,035$
 $987 \div 396 = 1,883$
 $1,024 - 765 = 259$

13A.1 Given letters of the alphabet in manuscript form and in random order, read each letter and pronounce each letter correctly.

15A.2 Read words from the labels of frequently used products or of products used in a given occupation.

15A.3 Read and use in an oral sentence words from a list of words common to the vocabulary of a given occupation.

The teller must be able to read I.D. serial numbers which include letters.

To accomplish this task, the student must be able to identify letters of the alphabet presented in random order.

To demonstrate the ability to perform this task, the student will read the following series: B P O G I Z L

The teller must be able to stamp deposit slips and other forms using a variety of labeled stamps.

To accomplish this task, the student must be able to read and recognize various labels fairly rapidly.

To demonstrate the ability to perform this task, the student will read the following labels quickly and accurately: "paid", "Deposit in the account of _____", "Date".

The teller must be able to communicate with fellow Bank employees as well as customers.

To accomplish this task, the student must be able to use a vocabulary of banking terms.

To demonstrate the ability to perform this task, the student will correctly match the following terms with definitions:

- | | |
|--------------------------------|---|
| 1. REGISTER DIFFERENCE ACCOUNT | A. A special type of savings account for children. Deposits may be in any amount and there are no minimum balance requirements. Such an account earns the customary rate of interest. |
| 2. RESOURCES | B. A general ledger loss account which records unlocated cash differences of bank employees or departments. |
| 3. RETURN ITEM | C. A deposit which earns interest and which may require notice of withdrawal. |
| 4. SAFE DEPOSIT BOX | D. A bond issued by the United States Government. Banks assist in this function by selling and cashing these bonds, most common of which are Series E Bonds. |

5. SAVINGS ACCOUNT
 6. SAVINGS BOND
 7. SAVINGS TELLER
 8. SCHOOL SAVINGS
 9. "SHORTS" ACCOUNT
 10. SIGHT DRAFT
 11. SIGNATURE CARD
 12. SIGNATURE BY MARK
- E. An account which is debited or credited as the case may be whenever there is an unlocated error on a departmental register.
 - F. The signed agreement between the depositor and the bank providing for the type of account and its terms. The card also has identifying information on the depositor and includes a specimen signature.
 - G. A form of signature or endorsement used when a person is unable to sign his name. A rubber stamp "Signature by Mark" is used. The customer places his mark, usually an "X" or thumb print, on the stamped impression. A second person writes the name of the customer on the form and in turn signs his own name. Two witnesses are required.
 - H. A teller whose primary function is the servicing of deposits in the savings department. A teller may be both a savings and commercial teller, depending upon the size of the branch. (See COMMERCIAL TELLER).
 - I. A check or other form of negotiable instrument which has been sent by a bank or branch to another for payment but has been returned unpaid.
 - J. A draft which is payable upon presentation to the drawee, on sight or demand.
 - K. A metal container kept under lock and key in a special section of the bank vault for customer use in storing valuables. It is rented on an annual basis. The amount of rent is directly related to the size of the box.
 - L. Assets owed to or owned by the bank. Examples include loans and discounts, and cash.

Key: 1E, 2L, 3I, 4K, 5C, 6D, 7M, 8A, 9B, 10J, 11F, 12G.

16A.1 Identify a form as a standardized printed document with blank spaces for recording certain needed information.

See 16A.3

16A.2 Interpret terminology and abbreviations frequently found in forms.

See 16A.3

16A.3 Identify various kinds of forms by stating the kind of information to be recorded.

The teller must be able to read and record information on blank forms of various types. To accomplish this task, the student must be able to read and fully understand such forms.

To demonstrate the ability to perform this task, the student will identify #70-A as a checking deposit form.

16B.1 Describe the uses of charts and tables and define them as a visual way to give information in a compact and organized form.

See 16B.3

16B.2 State the type of information recorded on given charts or tables.

See 16B.3

16B.3 Given common reference tables and charts such as organization charts, parts charts, reference tables, including charts and tables designed in matrix form (row and columns), answer factual questions based on the data supplied.

The teller must be able to read a variety of computer charts and reports such as a Checking Status Report. To accomplish this task, the student must be able to read charts and tables that may sometimes appear in matrix form.

To demonstrate the ability to perform this task, the student will examine the chart below and determine that the amount on \$1 compounded at 2% over 12 periods is \$1.34489.

Periods	1%	1½%	2%	2½%	3%
1	1.01000	1.01500	1.02000	1.02500	1.03000
2	1.02010	1.03023	1.04040	1.05063	1.06090
3	1.03030	1.04568	1.06121	1.07699	1.09273
4	1.04060	1.06136	1.08243	1.10381	1.12551
5	1.05101	1.07728	1.10408	1.13141	1.15927
6	1.06152	1.09344	1.12616	1.15969	1.19405
7	1.07214	1.10984	1.14869	1.18869	1.22957
8	1.08296	1.12649	1.17168	1.21840	1.26677
9	1.09389	1.14339	1.19509	1.24886	1.30477
10	1.10462	1.16054	1.21899	1.28008	1.34392
12	1.12683	1.19362	1.26824	1.34489	1.42576
16	1.17258	1.26899	1.37279	1.48431	1.60471
20	1.22019	1.34686	1.48595	1.63862	1.80611

16C.1 Given notes, letters or memos, be able to identify:

- a. the author;
- b. the recipient;
- c. the activities required of the recipient.

A teller must be able to receive notes including various instructions regarding accounts or other banking activities. To accomplish this task, the student must be able to extract critical information (a) author (b) recipient (c) activities required.

To demonstrate the ability to perform this task, the student will read the memo below and determine that it is from Mr. Joseph Andrews to all bank tellers, and that it lists two methods to reduce bank losses from bad government checks - the amount is written with a check protector, and the signature is verified by two pieces of identification.

memo

SAN MATEO COUNTY OFFICE OF EDUCATION
333 Main Street • Redwood City • CA 94063
(415) 364-5600

TO All Teller

DATE 10/13/76

FROM Joseph Andrew, Vice President

SUBJECT Bad government checks

It has come to my attention that several stolen or forged government checks have been cashed at this branch. There are two simple precautions which would eliminate 90% of these losses. Firstly, check to see that the amount of the check has been made with a check protector machine. The numbers should be raised and printed. If the check is handwritten, it is not acceptable. Secondly, be sure to have samples of his signature, and at least one of which has a recent picture of the customer. Have the patron endorse the check in front of you and closely compare the signature with that on the identification.

16D.2 Identify the particular kind of information or directions included in a given manual, using the title, table of contents, and/or index as a guide.

See 16D.5

16D.3 Identify the parts of a given manual which apply to a given situation using the table of contents and/or index as a guide.

See 16D.5

16D.4 Given a typical parts manual, be able to locate a particular part and answer factual questions about its description. (e.g., price, code number, vendor, etc.).

See 16D.5

16D.5 Apply instructions or information from a given manual to a particular situation given an oral description of a problem that can be solved using information from the manual.

A teller must be able to locate written sources of information when faced with an unfamiliar problem or question. To accomplish this task, the student must be able to refer to training manuals and other references in order to find needed information.

To demonstrate the ability to perform this task, the student will use the Table of Contents of "Training Opportunities at B. of A." to locate the skills development section on p. 83 and answer "eight weeks" after reading the selection below and asked, "How long does the B O P program last?"

Substitute section from

vank newsletter

19A.11 List facts from an oral statement which support the main idea.

A teller must be able to take oral instructions from a supervisor. To accomplish this task, the student must be able to recall instructions citing the main idea or activity to be performed.

To demonstrate the ability to perform this task, the student will be given three oral instructions of which he/she will restate the main ideas or activities fifteen minutes later.

21A.3 Given a date (day, month, date, year) write the date using correct punctuation and capitalization.

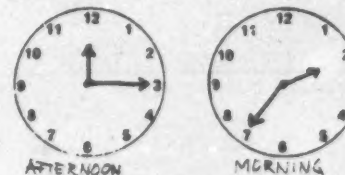
A teller must be able to fill out various forms which include dates. To accomplish this task, the student must be able to write dates using correct punctuation and capitalization.

To demonstrate the ability to perform this task, the student will correctly write May 15, 1976 when given that date orally.

21A.4 Given a standard clock, tell correct time to within 5 minutes of actual time.

A teller must be able to record the time of day on "stop payment" forms. To accomplish this task, the student must be able to correctly tell and record time.

To demonstrate the ability to perform this task, the student will read the following clock times and record them as 12:15 P.M. and 2:35 A.M.



21A.5 Given times of the day, be able to write time:

- a. 8:00
- b. eight o'clock
- c. 8 o'clock

See 21A.4

21A.6 Explain and use correctly the abbreviations A.M. and P.M.

See 21A.4

21A.6 Given a list of names and addresses, write items using proper capitalization and punctuation.

A teller must be able to write the names and addresses of customers on various forms. To accomplish this task, the student must be able to use the proper capitalization and punctuation for names and addresses.

To demonstrate the ability to perform this task, the student will correctly punctuate and capitalize the following name and address; Joseph Smith, Florida, Miami, 2205 Main Street, 97406, so that it reads:

Joseph Smith
2205 Main Street
Miami, Florida 97406

22B.4 Write a check and complete bank deposit and withdrawal slips in proper form.

A teller must often aid customers with their paper work. To accomplish this task, the student must be able to write a check and complete deposit and withdrawal slips.

To demonstrate the ability to perform this task, the student will fill out forms 70-A, 70-B, and 70-C according to the instructor's directions.

See 22D.1

22C.8 Write simple sentences, given sentence content, using capitals and end punctuation correctly. (e.g., Given: man, went, movie.)

A teller must be able to record both simple and complex information in note form. To accomplish this task, the student must be able to note important data such as; who, what, when, where.....

To demonstrate the ability to perform this task, the student will listen to the instructor read the message below and write a legible memo which includes who, what, where and when:

"Hello. My name is Alice Jones and I need to speak to Mr. Murphy about a new dishwasher. Please have him call me between 1:00 P.M. and 4:00 P.M. today. Thank you."

25A.2 Describe orally, in a few short sentences, information about a given person, place, thing, or job performed.

25A.5 Organize and express directions in a logical sequence.

25C.6 Practice, using inter-office or simulated phones, making and receiving a variety of local and long-distance telephone calls.

25D.1 Demonstrate an effective and appropriate speaking voice and style.

25E.1 Identify and sequence the oral communication activities necessary to an objective or purpose.

25L.2 Present directions in a sequenced, organized and concise manner orally to another.

26A.1 Sort data by given classification criteria. (E.g., alphabetical order.)

See 25A.5

A teller must be able to explain information concerning banking procedures to customers and teller trainees.
To accomplish this task, the student must be able to give clear and understandable oral information.
To demonstrate the ability to perform this task, the student will explain to the instructor the steps through which a shoe lace is tied so that the instructor can successfully tie a shoe.

The teller must be able to place or answer phone calls.
To accomplish this task, the student must be able to use inter-office phones making and receiving a variety of local and long-distance telephone calls.
To demonstrate the ability to perform this task, the student will simulate a long distance person-to-person call in an automatic system by direct dialing "0", area code and phone number realizing that an operator will then intercept the call to ask to whom you wish to speak.

See 25A.2

See 25A.5

See 25A.5

The teller must be able to file checks and deposit and withdrawal slips received during the day.
To accomplish this task, the student must be able to sort objects, data, etc., by given classification criteria.
To demonstrate the ability to perform this task, the student will sort twenty-five address cards by city and then alphabetically by last name.

Substitute bank deposit/withdrawal slips

70-A

70-B

70-C

COMPETENCY BASED JOB DESCRIPTION FACT SHEET

OCCUPATIONAL TITLE: CLERK, GENERAL OFFICE

D.O.T. CODE: 219.388 (4th Ed.: 219.362-010)

ACE Number: 71

CAREER LADDER:

FIRST LEVEL: Receptionist

SECOND LEVEL: General Office Clerk

THIRD LEVEL: General Office Manager

D.O.T.'s General Educational Level: 3

SITE WHERE THE JOB CAN BE OBSERVED:

Fox and Carskadon Realtors
 611 Santa Cruz Ave.
 Menlo Park, CA

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

Number of Annual Jobs in San Mateo County: 544 This number is based upon the San Francisco-Oakland SMSA, U.S. Census Manpower projections and the quarterly employment security applicant record system reports on local San Mateo County Employment Development Department job opening activity.

Job Prerequisites: Typing test (30 wpm), interview. Emphasis is on general attitude, ability to make decisions.

D.O.T Job Description: Performs a variety of the following or similar clerical duties, utilizing knowledge of systems or procedures: Copies data and compiles records and reports. Tabulates and posts data in record books. Computes wages, taxes, premiums, commissions, and payments. Records orders for merchandise or services. Gives information to and interviews customers, claimants, employees, and sales personnel. Receives, counts, and pays out cash. Prepares, issues, and sends out receipts, bills, policies, invoices, statements and checks. Prepares stock inventory. Adjusts complaints. Operates office machines, such as typewriter, adding, calculating, and duplicating machines. Opens and routes incoming mail, answers correspondence, and prepares outgoing mail. May take dictation. May prepare payroll. May keep books. May purchase supplies.

THE ACADEMIC REQUIREMENTS FOR THE JOB OF
GENERAL OFFICE CLERK

Below are listed, first in general terms and then in specific competencies, the math and communication activities which a person must typically be able to carry out to function successfully as a general office clerk.

The right hand column lists the exact competencies found to have been essential to the job in our onsite employee interview. This column also notes the skills which are prerequisite to those competencies.

The middle column* states the skills in more general language. The controlled language of this column permits comparison of skills between occupations.

* The items in the middle column have been abstracted from an abbreviated version of the taxonomy of generic skills developed by Kawula, W., and Smith, A. De W., Generic Skills Handbook of Occupational Information. Training Research and Development Station, Prince Albert, Saskatchewan, 1975.

- 1A.4 A GENERAL OFFICE CLERK must be able to fill out forms and memos.

To accomplish this task, the student must be able to write whole numbers.

To demonstrate the ability to perform this task, the student will write a list of five numbers dictated orally similar to:

1, 9, 4, 7, 2, 3, 0.

- 3A.2 Prerequisite to 3E.2

Write a 1 - 4 place decimal fraction given the word name of the number.

- 3E.2 A GENERAL OFFICE CLERK must be able to write or type sales prices and price changes.

To accomplish this task, a student must be able to write dollar values accurately.

To demonstrate the ability to perform this task, the student will accurately write a list of five dictated dollar amounts similar to \$962.48.

- 3E.9 A GENERAL OFFICE CLERK must be able to handle petty cash and keep track of the current amount available and amounts spent for such items as keys, stamps, etc., using a ten key adding machine.

To accomplish this task, a student must be able to use a calculator accurately and rapidly.

To demonstrate the ability to perform this task, the student will, manually or with a calculator or adding machine, solve five problems similar to:

$$\$12.42 + \$9.78 = \$22.20$$

and five problems similar to:

$$\$9.80 - \$6.43 = \$3.37.$$

- 19A.15 Prerequisite to 19B.9 Perform a series of two or three activities which require recall or oral instructions. (The activities to be within the abilities of the student - recall is the item to be demonstrated.)
- 19B.1 Prerequisite to 19B.9 Interpret "what happened," "how," and "why" questions from an oral selection.
- 19B.3 Prerequisite to 19B.9 Answer questions which require a generalized interpretation of facts in an oral selection.
- 19B.9 A GENERAL OFFICE CLERK must be able to recall complicated instructions and interpret them.

To accomplish this task, the student must be able to impart information.

To demonstrate the ability to perform this task, the student will tape-record step by step directions on how to tie shoe laces. When the tape is played back, the student must be able to tie a shoe correctly, according to the directions on the tape.

- 21A.2 A GENERAL OFFICE CLERK must be able to accurately record the date and set future dates.

To accomplish this task, the student must be able to read a calendar.

To demonstrate the ability to perform this task, the student will find August 29, and February 2, on a calendar provided by the instructor.

- 22F.4 A GENERAL OFFICE CLERK must be able to write memos to office personnel.

To accomplish this task, the student must be able to write a paragraph of four to five sentences using correct grammar and punctuation.

To demonstrate the ability to perform this task, the student will, using correct grammar and punctuation, write a paragraph about the job of a general office clerk.

- 25C.1 Prerequisite to 25C.6 Write the telephone number of a given person or organization using the alphabetical listing section of a telephone directory as reference.
- 25C.2 Prerequisite to 25C.6 Identify local call, person-to-person long distance call, station-to-station, long distance call, collect call, and direct distance dial call, given a description of each.
- 25C.3 Prerequisite to 25C.6 List the steps in using the telephone to:
- a. get the time of day;
 - b. get a number of a person or organization for a local or long distance call;
 - c. make a person-to-person long distance call;
 - d. make a station-to-station long distance call through the operator;
 - e. make a collect call;
 - f. make a direct distance dial call to a point with the same and different area codes;
 - g. report that a telephone is not operating properly;
 - h. report an incorrectly dialed direct distance dial call.

- 25C.6 A GENERAL OFFICE CLERK must be able to place local and long distance calls.

To accomplish this task, the student must be able to apply the steps for making various phone calls as outlined in the telephone book.

To demonstrate the ability to perform this task, the student will determine that a long distance person-to-person call in an automated phone system can be placed by dialing "0", the area code and the phone number; and operator will then intercept the call to ask whom you wish to speak with.

- 21A.4 A GENERAL OFFICE CLERK must be able to tell the correct time to put on messages.

To accomplish this task, the student must be able to tell time and record it.

To demonstrate the ability to perform this task, the student will examine twenty clocks with time settings and accurately record the indicated time.

Example:



A. 12:30



B. 12:15

- 21A.7 A GENERAL OFFICE CLERK must be able to tell time, figure hours on the clock and relay information about time.

Example: "Mr. Joe Doaks is returning at quarter past two."

To accomplish this task, the student must be able to use such expressions as half past; quarter of; and quarter past.

To demonstrate the ability to perform this task, the student will accurately read 1:15 as quarter past one; 3:45 as quarter of four; and 6:30 as half past six.

- 22C.11 Prerequisite for 22F.4 Use end-of sentence punctuation properly in a given set of sentences including different sentence types.
- 22C.14 Prerequisite for 22F.4 Use commas correctly in dates and addresses.